DOCUMENT RESUME

ED 185 192 UD 020 452

AUTHOR Ballagas, Linda
TITLE Atlanta Follow Through Resource Center Final Report, 1977-78 and 1978-79.
INSTITUTION Atlanta Public Schools, Ga.
PUB DATE [79]
NOTE 18p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Diffusion; Elementary Secondary Education; Expenditures; Information Dissemination; *Instructional Improvement; *Instructional Materials; Program Development; Program Effectiveness; *Program Evaluation; *Program Implementation; *Public Relations; Resource Centers; School District Spending
IDENTIFIERS Georgia (Atlanta); Project Follow Through

ABSTRACT

Follow Through Resource Centers are a nationwide system designated to assist local school districts in improving their educational programs through adoption of exemplary educational programs at a fraction of the original development cost. Resource personnel develop materials for dissemination. Materials are presented in awareness sessions with the goal of adoption of educational programs by school systems. This document presents the findings of the evaluation of the Atlanta Follow Through Resource Center after it was in operation for two years. The Center was found to have evolved considerably since its inception and was able to increase dissemination efforts. In comparison to other Follow Through Centers, which had not been able to obtain program adoptions, the Atlanta Center obtained five. The adoptions were negotiated as a result of awareness sessions. Evaluations completed by awareness session participants indicated that the session goals were accomplished. Funding by the U.S. Office of Education was increased to the Atlanta Program, which may be considered an indication of national success. It is recommended that a formative evaluation of Resource Center activities be conducted. (MK)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

APR 3 - 1980

# ATLANTA FOLLOW THROUGH RESOURCE CENTER FINAL REPORT

## 1977-78 AND 1978-79

ED185192 -

RESEARCH, EVALUATION, AND DATA PROCESSING

ATLANTA PUBLIC SCHOOLS

ATLANTA, GEORGIA

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Barnes
Atlanta Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Report No. 13-6, 3/80

UD 020 452

ATLANTA FOLLOW THROUGH RESOURCE CENTER FINAL REPORT
1977-78 AND 1978-79

Prepared by:

Linda Ballagas
Research Assistant

Dr. Jarvis Barnes
Assistant Superintendent
Research, Evaluation, and Data Processing

Dr. Alonzo A. Crim
Superintendent

Atlanta Public Schools
224 Central Avenue, S. W.
Atlanta, Georgia 30303



BOARD OF EDUCATION
OF THE
CITY OF ATLANTA

| | Educational District |
|---|---|
| Mrs. Margaret Griggs | 1 |
| Rev. Preston W. Williams | 2 |
| Mr. Joseph G. Martin, Jr. | 3 |
| Mr. Richard E. Raymer | 4 |
| Dr. Carson Lee | 5 |
| Mrs. Carolyn Crowder | 6 |
| Mrs. June Cofer | At Large |
| Mr. Pete Richards | At Large |
| Dr. Benjamin E. Mays, President | At Large |

MAR 3 1 1980

## TABLE OF CONTENTS


| | Page |
|---|---|
| INTRODUCTION | 1 |
| GENERAL ACTIVITIES | 1 |
| RESOURCE CENTER DEVELOPMENT | |
| First Year, 1977-78 | 2 |
| Second Year, 1978-79 | 3 |
| FINDINGS | 4 |
| CONCLUSIONS | 5 |
| RECOMMENDATIONS | 7 |


## LIST OF TABLES


| Number | | Page |
|---|---|---|
| 1 | Atlanta Follow Through Resource Center Adoption Sites and Related Information | 6 |

## INTRODUCTION

In 1977 the Atlanta Follow Through Program presented longitudinal data (1970-1977) to the Joint Dissemination Review Panel (JDRP) of the U. S. Office of Education (USOE) and the National Institute of Education. Upon careful examination of the data presented, the JDRP found that the evidence of effectiveness of the Atlanta Follow Through Program was convincing. As a result, the program was identified as effective, exemplary, and worthy of dissemination support. The Atlanta Public Schools was invited to apply to USOE for additional funds to conduct expanded Follow Through demonstration activities. The proposal was funded in October 1977, and the Atlanta Follow Through Resource Center (referred to as Resource Center throughout this document) has been in operation since that time.

## GENERAL ACTIVITIES

The Resource Center staff has been composed of a coordinator, a demonstration/training specialist, a trainer, a public relations specialist/trainer, two office aides, and a typist. The major goals of the Resource Center have been to create nationwide awareness of the successful educational practices of the Atlanta Follow Through Program, as validated by the JDRP, and to acquire adoptions of the validated practices by other public and private education agencies. Various activities have been conducted to accomplish the goals of the Resource Center. Successful educational practices have been demonstrated and products have been disseminated to interested parties. Opportunities have been provided for observation of all aspects of the comprehensive Atlanta Follow Through Program. Technical assistance has been provided to adopters locally and at adoption sites. A general evaluation design for measuring the impact of the program at an adopter site has been developed. The Resource Center has coordinated all activities with the National Diffusion Network (NDN) and has functioned as a "Developer/Demonstrator" within the network. Liaison has been maintained with state education agencies who have worked with the Resource Center. Activities of the Resource Center have been carried out in cooperation with the model sponsor of the Atlanta Follow Through Program, the Interdependent Learning Model (ILM), and the Division of Student and Community Services of the Atlanta Public Schools. The Resource Center has operated under the general direction and guidance of the Follow Through Program director. Some examples of specific activities conducted by the Resource Center personnel have included:

1. Conducting brief awareness, in-depth awareness, and training sessions to achieve visibility and adoptions of the program.
2. Making presentations at local, state, and national conferences.
3. Developing and publishing a variety of awareness materials such as flyers, brochures, and charts.
4. Creating display units.
5. Producing and updating a slide/tape presentation.
6. Preparing and distributing newsletters.
7. Developing training modules.
8. Conducting a large scale open house at the Resource Center and at a Follow Through demonstration school.
9. Producing approximately 100 filmstrips for distribution to state facilitators.
10. Creating, maintaining, and updating a mailing list.
11. Writing press releases for newspapers.
12. Producing video tapes.
13. Developing contracts and a training phase-in plan for adopters.
14. Developing, collecting, and compiling evaluations of awareness and training sessions.
15. Continually modifying training and demonstration activities for improvement.
16. Preparing radio and television announcements.
17. Conducting intensive training for adopters.
18. Responding to letters and telephone inquiries of potential adopters.
19. Arranging visits to the Resource Center and Follow Through classrooms.

## RESOURCE CENTER DEVELOPMENT

First Year, 1977-78

The first year of operation presented a number of challenging circumstances. It was anticipated that the Resource Center would be staffed within the first month of funding (October 1977); however, there was from a two and one-half to a five-month delay in the placement of staff members. Initial directions from USOE regarding the operation of the Resource Center were very general. The Resource Center was to make its existence and function widely known; disseminate information about the Atlanta Follow Through Program; attract visitors, particularly individuals who might replicate the Atlanta Follow Through Program; provide training for those persons wishing to replicate the program; and evaluate replications. There were many unanswered questions such as: What were the most effective and efficient ways to publicize the program? With the nearly limitless public, where should publicity start? How and to what degree should nearly 10 years of program development and training for program personnel be condensed to be practical and yet effective for replications? Which Atlanta Follow Through schools and classes should be selected for demonstration purposes, and what should be the criteria for selection of such classes? How was attraction and sustained interest in program replication to be maintained by interested persons when an effective program and free training were the primary offerings? Initially, no federal or state funds were specifically identified to assist school districts that might wish to replicate the program. The Follow Through Program and Resource Center staffs were moved from Butler Elementary School to the Annex Building of the Instructional Services Center in March of 1978.

The activities of the Resource Center were essentially begun when a meeting of the Follow Through Resource Center representatives was held in December 1978 by USOE in Silver Springs, Maryland. Expectations for centers were clarified at this meeting by USOE officials. Further assistance was given to centers at an NDN conference, January 1978, in Kansas City, Missouri. It was at this meeting that the Follow Through Resource Centers were apprised of their affiliation with the NDN, a nationwide system designed to assist local school districts in improving their educational programs through adoption of exemplary educational programs at a fraction of the original developmental cost. The Follow Through Resource Centers were designated Developers/Demonstrators assigned to work with state facilitators (usually members of state education agencies). Follow Through Resource Centers were also informed that technical assistance would be provided by the Technical Assistance Brokerage, an arm of NDN, in the development of the publicity campaigns and training materials.

The initial plan of action for publicity was to reach the local public, particularly individuals within the city of Atlanta and surrounding counties. The publicity campaign soon spread statewide. Then, with assistance from USOE and NDN, nationwide publicity was initiated. Examples of this publicity included an article regarding the Atlanta Follow Through Program published in Education in Action, USOE, March 1978; the yearly publication, Educational Programs That Work, published by Far West Laboratories and funded through USOE; and the quarterly newsletter, NDN Reporter. Awareness flyers and brochures were developed and widely distributed; articles were written and published in school, community, and national newspapers and/or newsletters; and television and radio coverage was obtained. A slide/tape presentation was produced for use during awareness sessions. Awareness materials were conceived to be developed in three stages. The first stage was to provide a brief but comprehensive picture of the Follow Through Program and Resource Center. First stage materials were to be distributed widely. The second stage was to provide more details regarding the key elements of the program for which training could be provided by the Resource Center. The third stage was to be a fairly specific package of information regarding each component of the Follow Through Program for those persons who were seriously interested in adoption. By the end of the first year, the first-stage awareness materials were developed and widely distributed, and the second-stage materials were being developed.

Initially, the demonstration activities developed included a scope of four types: brief awareness sessions lasting approximately 30 minutes; in-depth awareness/introductory training sessions lasting approximately two hours; training sessions on one or more aspects of the Follow Through Program; and adoption training. Materials and packages were developed in that order. The brief awareness sessions were designed to provide a

comprehensive outline of the Atlanta Follow Through Program and the accomplishments of participating students. The instructional component, comprehensive services, parent involvement, and evaluation results were presented through a slide/tape and oral presentations. The in-depth awareness/introductory training sessions originally included information presented in the brief awareness sessions as well as instruction in and "hands-on" experience with specific ILM processes.

Training sessions, usually designed for five-day periods, focused heavily on single aspects of classroom instruction such as Transactional Instructional Games or Learning Centers.

Adoption training was designed to meet the individual needs of the adopter. If the adopter agreed to adopt Transactional Instructional Games, training modules, length of training, and materials were developed accordingly. Adoptions could be made in one or more of the following areas: Transactional Instructional Table Games, Transactional Instructional Street/Folk/Musical Games, Transactional Instructional Conversation Games, Learning Centers, Programming Activities, Child Management, Culture and Environment, Learning How To Learn, Name Card Curriculum, and Calendar Curriculum.

There was a continuous effort throughout most of the first year to identify and refine key elements or core elements of the program, refine training modules, and reduce the amount of training involved. The center was requested by USOE to limit the training provided to potential adopters to instructional aspects of the program, specifically ILM processes used to teach reading and math. Although awareness materials which included information concerning comprehensive services and parent involvement were maintained, development of training materials for in-depth training in areas other than instruction was discontinued. Awareness sessions were held during the first year. Several in-depth awareness/introductory training sessions were held. Training sessions on single aspects of the program had also been held during the first year. Evaluation forms were developed for use with any presentation conducted by the Resource Center staff. Evaluations were completed by persons attending each session and by those center staff conducting the sessions. Responses were tallied, and staff received timely feedback. Results of the evaluations were used as a management tool in determining the quality and effectiveness of dissemination efforts. Awareness sessions were modified where indicated by evaluations.

Second Year, 1978-79

The second year of operation was characterized by a formalized program for training. The Resource Center, Follow Through Program, and model sponsor staff jointly agreed to reduce the number of key elements necessary for adoption. A new logo, "Games Children Play . . ." was designed and placed on all Resource Center materials. The Atlanta Follow Through Resource Center was well publicized, and greater numbers of requests for training were received. Awareness sessions and in-depth awareness/introductory training sessions were scheduled according to invitation and were generally referred to as awareness sessions. This was due to directions from USOE that in-depth demonstration activities could not be identified as training unless an adoption agreement had been signed. In addition, the Resource Center staff believed that the in-depth awareness/introductory training involved too much time and did not result in an increase in the number of adoptions.

The adoption plan was reduced from approximately 30 days of training to four days for math and seven days for reading. Training topics within the subject areas were limited to classroom management, instructional games, and the Integrated Skills Method of reading. Start-up costs for adoptions were determined to be $90 per classroom for an adoption in reading and math with a continuing yearly cost of $85 per class. The use of Follow Through Program personnel to assist with training was nearly eliminated, and one trainer was added in December 1978 to the Resource Center staff to facilitate increased requests for training.

Far-reaching publicity was facilitated through the Resource Center's continued participation in the NDN. The Resource Center continued to receive publicity through national publications such as Educational Programs at Work; the November 1978 issue of the NDN Newsletter; and the August 7, 1979, issue of Educational Funding News There was some revision and refinement of the first-stage awareness materials, and mass distribution continued. The slide/tape presentation was updated, and a filmstrip with accompanying cassette was produced. The

awareness brochure was also revised. The second-stage awareness materials were completed and distributed at awareness sessions or sent upon request to interested persons. Development of the third-stage awareness materials was begun.

Resource Center personnel attended and/or made presentations at USOE-sponsored conferences in Dallas and San Antonio, Texas. Other Resource Center accomplishments have included exhibits and awareness sessions at Abraham Baldwin Agricultural College, Tifton, Georgia; Georgia Early Childhood Education Conference, Helen, Georgia; Georgia Southwestern College, Americus, Georgia; Heart of CESA Awareness Conference, Macon, Georgia; North Carolina Joint Awareness Conference, Raleigh, North Carolina; Georgia Association for Education of Young Children (GAEYC) Awareness Conference, Savannah, Georgia; Georgia Ninth District Awareness Conference, Gainesville, Georgia; San Francisco Unified District and NDN Awareness Conference, San Francisco, California; Georgia State Follow Through Conference, UNICOI State Park, Helen, Georgia; New York Headstart Multicultural Awareness Conference, New York, New York; and Follow Through Awareness Conference, Montevideo, Minnesota. There were also many locally sponsored awareness sessions.

Title IV-C was one source of funding identified to help facilitate adoptions in school districts. School districts that had applied for and received Title IV-C funds used this funding to pay staff members to attend training provided for the adoption and/or buy start-up materials.

The Resource Center was able to become more selective in where they conducted presentations due to the increased volume of requests. Additional directions were received from the USOE informing the Resource Center that its role was to secure high quality adoptions in other states and that geographical spread of adoptions would be an important factor in the national evaluation of the Resource Center's effectiveness.

## FINDINGS

By the end of the first budget year (1977-78), approximately 2,500 individuals had received information through awareness materials or through attendance at awareness sessions. During the second year (1978-79), nearly 4,000 individuals directly received information through awareness materials or through attendance at awareness sessions. The number of people reached through television and radio announcements, newspapers, or national publications has not been estimated. Information and training has been provided to a wide range of individuals including teachers; parents; Boards of Education; students; colleges and universities; principals; paraprofessionals; resource personnel; supervisors; coordinators; representatives from state departments of education; state facilitators; individuals from the private sector, particularly private schools and day care centers; speech therapists; school psychologists; and special education personnel. Awareness sessions have been held in seven states — Georgia, North Carolina, Minnesota, California, Texas, New York, and Tennessee.

Approximately 90 per cent of the awareness sessions held during the first year were within the state of Georgia, and those were primarily within the metropolitan Atlanta area. During the second year, approximately 65 per cent of the awareness sessions were conducted within the state of Georgia, and there was a significant increase in the number of sessions conducted outside the Atlanta metropolitan area.

There were 19 awareness sessions held in 1977-78, reaching 376 individuals. The average number of individuals attending each session was 20. In 1978-79, there were 57 awareness sessions held for 1,150 individuals. The average number of individuals attending each session was 20. The first year awareness sessions were always conducted by two Resource Center members. The second year about one half of the awareness sessions were conducted by only one staff member.

A sample of evaluation forms returned by participants of awareness sessions held between April 1978 and September 1979 was reviewed. These evaluation forms revealed that nearly 100 per cent of the respondents believed the awareness session attended was logically sequenced and easy to follow, that the slide/tape presentation provided a good overview of the Atlanta Follow Through Program, and that the displays and exhibits used in conjunction with the awareness session were interesting and helpful. Approximately 10 per cent of the respondents reported that more time was needed for questions to be asked and answered. Over 95 per cent of the respondents reported that they had a general understanding of the history,

goals, philosophy, and particularly the instructional component of the Atlanta Follow Through Program after having participated in the awareness session. Approximately 90 per cent of the respondents agreed that the ILM was a process model which could be used with the curriculum of any school district. Over 75 per cent of the respondents expressed an interest in learning more about the Resource Center and/or the Atlanta Follow Through Program.

While no adoptions were obtained during the first year, five adoption agreements were signed during the second year. Table 1 shows descriptive information about each adoption site.

The Follow Through Resource Center was funded for $152,000 in 1977-78 by the USOE. The Atlanta Public Schools was not required to provide local matching funds. Sixty-three per cent of the budget for the first year was designated for salaries and fringe benefits of personnel. The remaining portion of the budget was designated for nonsalaried items such as supplies, equipment, contracted services, mileage, travel, construction, telephone, reproduction costs, and indirect costs. The largest single nonsalaried item in the budget during the first year was supplies.

The 1978-79 budget was $187,096. During this year, 70 per cent of the budget was designated for salaries and fringe benefits. The remaining portion of the budget went for nonsalaried costs. The only difference in nonsalaried items from the 1977-78 budget was construction or remodeling costs. These costs were eliminated from the 1978-79 budget because they were no longer allowed by the USOE. In the second issue of the NDN Reporter, a quarterly newsletter of the NDN, dated March 1979, a comparison of funding levels of NDN Developer/Demonstrator projects in 1978-79 showed that of the 130 Developer/Demonstrators, 21 were Follow Through Resource Centers. Follow Through Resource Centers received the largest funding levels of all Developer/Demonstrator projects. The Atlanta Follow Through Resource Center received the second to the highest level of funding of any NDN Developer/Demonstrator project during 1978-79; and only the Trenton Follow Through Program, Trenton, New Jersey, received a higher level of funding which was reported to be $193,396.



## CONCLUSIONS

1. The Atlanta Follow Through Resource Center has evolved considerably since it was first initiated. This program has been unlike any other special program in the Atlanta Public Schools. There have been continuous directions and redirections from the USOE and the NDN, and the short-term goals and objectives of the program have continued to change as development of dissemination materials concluded and dissemination efforts increased.

2. By the end of the second year, the Resource Center had formalized the key elements for adoption. Costs for adoption were determined. Training for adoption was reduced to a practical level. Resource Center personnel became more independent in their ability to carry on further development of training materials and in actually conducting training.

3. The time spent in the development of materials for awareness presentations decreased, and the time spent in making presentations increased during the second year.

4. It has been difficult to evaluate the effectiveness of the public relations campaign as well as the number of adoptions that have been acquired due to the fact that the Resource Center has been unique as a program within the Atlanta Public Schools and little information has been available on the status of other Follow Through Resource Centers nationwide. It has become known, however, that some Follow Through Resource Centers had no adoptions as of October 1979. In comparison, the Atlanta Follow Through Resource Center had obtained five adoptions by October 1979.

5. All five adoption agreements that have been negotiated have been with agencies who first learned about the Atlanta Follow Through Program in a Resource Center awareness presentation.

6. If funding level could be any indication of success or anticipated success on a national level, it has appeared that USOE has placed a great deal of confidence in the Atlanta Follow Through Resource Center by awarding it the second highest grant for its operation.

TABLE I

ATLANTA FOLLOW THROUGH RESOURCE CENTER
ADOPTION SITES AND RELATED INFORMATION

| Name and Location of Agency Adopting the Program | Component Adopted | Date of Adoption | Number | | | Grade Levels Affected | Number of Children Affected |
|---|---|---|---|---|---|---|---|
| | | | Schools Involved in Adoption | Teachers in School | Personnel To Be Trained for Adoption | | |
| Lee County Elementary School<br>P. O. Box 146<br>Leesburg, Ga. 31763 | Reading and Math | 4-11-79 | 1 | 49 | Teachers: 49<br>Aides: 11 | K - 4 | 1,055 |
| Marshall Elementary School<br>Madison County Schools<br>Marshall, N. C. 28753 | Reading and Math | 6-12-79 | 1 | 33 | Teachers: 12<br>Aides: 1<br>Supervisors: 1 | K - 3 | 238 |
| Seven Corners Child Care Center<br>575 Soundview Ave.<br>Bronx, N. Y. 10473 | Reading and Math | 7-3-79 | 1 | 18 | Teachers: 18 | Pre-K to 4th Grade (extended day for school-age children)<br>Ages: 3 to 9 yrs. | 250 |
| Greater Travelers Rest Day Care and Kindergarten<br>2589 Tilson Rd.<br>Decatur, Ga. 30032 | Reading and Math | 8-14-79 | 1 | 3 | Teachers: 3<br>Aides: 8 | Pre-K and Kdg.<br>Ages:<br>3 to 6 yrs. | 55 |
| Snow White Nursery and Day School # 3<br>145 Norwood Ave., N. E.<br>Atlanta, Georgia 30317 | Reading and Math | 9-15-79 | 1 | 10 | Teachers: 10 | Pre-K to 3rd Grade<br>Ages: 3 mo. to 8 yrs. | 106 |

7. The results of evaluations completed by awareness session participants have indicated that the Resource Center has been accomplishing what it has intended to accomplish through its awareness sessions.

8. While the Resource Center has acquired several adoptions to date, no adoptions have been received from other schools within the Atlanta Public School System.

9. The pace and fervor of activities carried out by personnel of the Resource Center have been quite evident. It has appeared, however, that little time has been given to conducting formative evaluation throughout the year. Most activities of the Resource Center have been conducted to meet the demands for presenting awareness sessions, securing adoptions, and providing training for adoption sites.

## RECOMMENDATIONS

1. The Resource Center should continue to pursue acquiring adoptions from other schools within the Atlanta Public School System.

2. The Resource Center should allow more time to conduct formative evaluation of their activities.